

## George I Pair Elementary

2325 Platt Springs Road  
West Columbia, South Carolina 29169

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	326 Students	
<b>Principal</b>	Miley H. Rhodes	803-739-4085
<b>Superintendent</b>	Barry F. Bolen	803-739-8399
<b>Board Chair</b>	Jerry S. Chitty	803-739-4708

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	17	58	24	0

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Average	Unsatisfactory	Yes
<b>2004</b>	Average	Below Average	Yes
<b>2005</b>	Below Average	Unsatisfactory	No

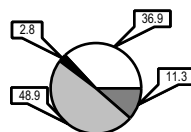
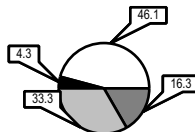
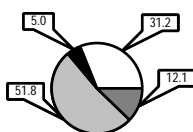
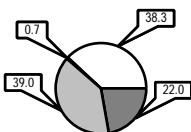
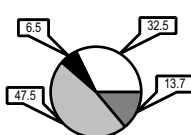
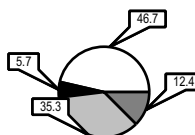
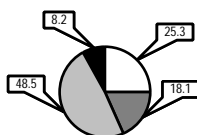
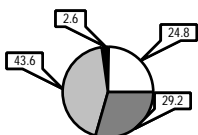
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	184	98.4	38.7	38.7	21.8	0.7	35.2	Yes	Yes
<b>Gender</b>									
Male	91	97.8	48.6	37.5	13.9	0.0	27.8		
Female	93	98.9	28.6	40.0	30.0	1.4	42.9		
<b>Racial/Ethnic Group</b>									
White	72	100.0	19.7	45.5	33.3	1.5	53.0	Yes	Yes
African American	85	98.8	48.3	36.7	15.0	0.0	25.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	26	92.3	86.7	13.3	0.0	0.0	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	153	98.7	34.2	39.5	25.4	0.9	39.5		
Disabled	31	96.8	57.1	35.7	7.1	0.0	17.9	I/S	I/S
<b>Migrant Status</b>									
Migrant	5	80.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	179	98.9	37.4	39.6	22.3	0.7	36.0		
<b>English Proficiency</b>									
Limited English Proficient	28	92.9	88.2	11.8	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	156	99.4	32.0	42.4	24.8	0.8	40.0		
<b>Socio-Economic Status</b>									
Subsidized meals	124	98.4	46.3	37.9	15.8	0.0	26.3	No	Yes
Full-pay meals	60	98.3	23.4	40.4	34.0	2.1	53.2		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	184	99.5	32.2	51.0	11.9	4.9	34.3	Yes	Yes
<b>Gender</b>									
Male	91	100.0	37.0	47.9	11.0	4.1	35.6		
Female	93	98.9	27.1	54.3	12.9	5.7	32.9		
<b>Racial/Ethnic Group</b>									
White	72	100.0	10.6	65.2	16.7	7.6	45.5	Yes	Yes
African American	85	98.8	45.0	43.3	8.3	3.3	28.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	26	100.0	75.0	18.8	6.3	0.0	6.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	153	100.0	30.4	52.2	12.2	5.2	35.7		
Disabled	31	96.8	39.3	46.4	10.7	3.6	28.6	I/S	I/S
<b>Migrant Status</b>									
Migrant	5	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	179	99.4	30.2	52.5	12.2	5.0	35.3		
<b>English Proficiency</b>									
Limited English Proficient	28	100.0	77.8	16.7	5.6	0.0	5.6	I/S	I/S
Non-Limited English Proficient	156	99.4	25.6	56.0	12.8	5.6	38.4		
<b>Socio-Economic Status</b>									
Subsidized meals	124	99.2	39.6	49.0	7.3	4.2	30.2	Yes	Yes
Full-pay meals	60	100.0	17.0	55.3	21.3	6.4	42.6		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	184	98.9	46.9	32.9	16.1	4.2	20.3
<b>Gender</b>							
Male	91	98.9	46.6	35.6	16.4	1.4	17.8
Female	93	98.9	47.1	30.0	15.7	7.1	22.9
<b>Racial/Ethnic Group</b>							
White	72	100.0	25.8	39.4	25.8	9.1	34.8
African American	85	98.8	63.3	28.3	8.3	0.0	8.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	26	96.2	75.0	25.0	0.0	0.0	0.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	153	99.4	47.0	33.0	16.5	3.5	20.0
Disabled	31	96.8	46.4	32.1	14.3	7.1	21.4
<b>Migrant Status</b>							
Migrant	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	179	98.9	45.3	33.8	16.5	4.3	20.9
<b>English Proficiency</b>							
Limited English Proficient	28	96.4	77.8	22.2	0.0	0.0	0.0
Non-Limited English Proficient	156	99.4	42.4	34.4	18.4	4.8	23.2
<b>Socio-Economic Status</b>							
Subsidized meals	124	99.2	53.1	35.4	10.4	1.0	11.5
Full-pay meals	60	98.3	34.0	27.7	27.7	10.6	38.3

<b>Social Studies</b>							
All Students	184	98.9	37.1	49.0	11.2	2.8	14.0
<b>Gender</b>							
Male	91	98.9	38.4	50.7	8.2	2.7	11.0
Female	93	98.9	35.7	47.1	14.3	2.9	17.1
<b>Racial/Ethnic Group</b>							
White	72	100.0	22.7	51.5	21.2	4.5	25.8
African American	85	98.8	43.3	51.7	3.3	1.7	5.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	26	96.2	75.0	25.0	0.0	0.0	0.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	153	99.4	35.7	48.7	12.2	3.5	15.7
Disabled	31	96.8	42.9	50.0	7.1	0.0	7.1
<b>Migrant Status</b>							
Migrant	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	179	98.9	35.3	50.4	11.5	2.9	14.4
<b>English Proficiency</b>							
Limited English Proficient	28	96.4	66.7	33.3	0.0	0.0	0.0
Non-Limited English Proficient	156	99.4	32.8	51.2	12.8	3.2	16.0
<b>Socio-Economic Status</b>							
Subsidized meals	124	99.2	43.8	51.0	3.1	2.1	5.2
Full-pay meals	60	98.3	23.4	44.7	27.7	4.3	31.9

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	46	100.0	26.1	28.3	43.5	2.2	45.7
	4	48	97.9	37.0	43.5	15.2	4.3	19.6
	5	41	100.0	43.6	48.7	7.7	N/A	7.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	64	98.4	36.0	24.0	38.0	2.0	40.0
	4	60	96.7	33.3	50.0	16.7	0.0	16.7
	5	60	100.0	42.6	46.8	10.6	0.0	10.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	46	100.0	15.2	65.2	15.2	4.3	19.6
	4	48	100.0	27.7	42.6	17.0	12.8	29.8
	5	41	100.0	10.3	66.7	17.9	5.1	23.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	64	98.4	33.3	56.9	9.8	0.0	9.8
	4	60	100.0	27.9	51.2	16.3	4.7	20.9
	5	60	100.0	31.9	46.8	10.6	10.6	21.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	64	98.4	35.3	51.0	11.8	2.0	13.7
	4	60	98.3	55.8	23.3	20.9	0.0	20.9
	5	60	100.0	48.9	23.4	17.0	10.6	27.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	64	98.4	29.4	49.0	17.6	3.9	21.6
	4	60	98.3	30.2	65.1	4.7	0.0	4.7
	5	60	100.0	51.1	34.0	10.6	4.3	14.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 326)</b>				
First graders who attended full-day kindergarten	90.6%	Up from 75.5%	100.0%	100.0%
Retention rate	1.9%	Up from 1.4%	3.6%	3.0%
Attendance rate	96.1%	Up from 96.0%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	4.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	3.5%	3.2%
Eligible for gifted and talented	12.6%	Down from 14.4%	9.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.1%	Down from 10.3%	9.0%	8.2%
Older than usual for grade	0.9%	Up from 0.3%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 29)</b>				
Teachers with advanced degrees	65.5%	Up from 57.1%	50.0%	52.6%
Continuing contract teachers	75.9%	Down from 92.9%	84.8%	83.3%
Highly qualified teachers	85.7%	Up from 82.4%	94.3%	93.5%
Teachers with emergency or provisional certificates	3.7%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	90.6%	Up from 85.0%	86.2%	87.0%
Teacher attendance rate	93.7%	Down from 94.2%	94.8%	95.0%
Average teacher salary	\$43,995	Up 2.2%	\$41,257	\$41,703
Prof. development days/teacher	14.2 days	Down from 16.0 days	13.5 days	12.8 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 17.7 to 1	18.5 to 1	18.8 to 1
Prime instructional time	88.9%	Up from 88.5%	89.4%	89.8%
Dollars spent per pupil*	\$7,342	Up 13.8%	\$6,318	\$6,242
Percent of expenditures for teacher salaries*	69.8%	Up from 68.0%	65.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	93.5%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	91.5%		89.4%	
Highly qualified teachers in high poverty schools	89.3%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2004-05 school year was another successful school year for George I. Pair Elementary. Faculty, staff, students, and parents continued to work very hard toward the No Child Left Behind standards set for each school. We enjoyed working in our newly renovated facility. New classroom space allowed us to house all classes without using portable classrooms.

Students in grades 2-5 at Pair participated in MAP (Measures of Academic Progress) testing three times during the 2004-05 school year. Students worked toward an individual goal set during the fall testing. We are pleased to report that many students met and exceeded their goal. MAP testing allowed our teachers to plan instruction targeted at specific student strengths and weaknesses.

All classroom teachers worked toward our school goal in composition during the school year. Each student in grades 2-5 completed a quarterly writing prompt that was scored using the SC Writing Rubric. Teachers or an outside evaluator graded student papers. We are hoping this emphasis on writing will help us achieve a higher quality of writing in all areas.

We enjoyed twenty-eight new Dell computers in our computer lab. Our lab manager used her knowledge of computer science to work with classes to increase technology skills and to begin instruction with computers at a lower grade level.

Fourteen Pair teachers completed year number two in the South Carolina Reading Initiative. Teachers met on Monday afternoons to gain information about strategies to use for teaching reading. Our District Instructional Coach facilitated the group of teachers from Pair, Pineview, and Springdale.

2004-05 was our first year to house an ESOL program for students who have limited English language skills. We finished the year with 68 ESOL students in kindergarten through grade 5. Two ESOL teachers were hired to work with the large number of students. The ESOL students spent most of their day in their grade level classes and received instruction from the ESOL teacher during a portion of the school day.

We are looking forward to another successful year at Pair Elementary. As "Champions for Children," we will continue to work toward the best instruction possible for each individual child.

Miley H. Rhodes, Principal

Gwendolyn Nixon-Geiger, School Improvement Council Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	22	48	16
Percent satisfied with learning environment	85.7%	84.4%	87.5%
Percent satisfied with social and physical environment	100.0%	84.1%	73.3%
Percent satisfied with school-home relations	50.0%	80.0%	68.8%

\*Only students at the highest elementary school grade level at this school and their parents were included.